Miss Grace Forrest Souris, Man.

MANITOBA EDUCATION 0 0 0

NOVEMBER 6th TO 12th

Intelligent Economic Planning in all educational enterprises through the undermentioned Educational Objectives

THE CHILD

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 The debt of the ex-graduate to his educational apprenticeship.

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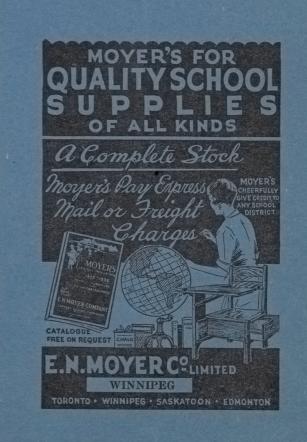
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Manitoba Teacher

OFFICIAL ORGAN OF THE

Manitoba Teachers' Federation

Vol. 13

WINNIPEG, NOVEMBER, 1932

No. 9



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Remember!

A Plea for Manitoba Children

THE elephant, it is said, never forgets. Man, on the other hand, is a creature who does forget, and it is well that he can do so. The elephant never forgets, because it has so little to remember, whereas modern man fails to remember because he has so much to forget. It is this inevitability of forgetting, as life becomes more enlarged and complex, that makes it very desirable that man set aside definite times for recalling to memory matters of supreme interest. The Sabbath and most church holy-days function thus in religion, and anniversaries, patriotic and otherwise, do it for other phases of life activity. Holy Writ, from Genesis to Revelations, repeatedly calls upon man "to remember" lest he forget and perish.

Because it is human nature to forget, it becomes the specific duty of leaders in religion in the state and in society in general to remind and remind again their fellowmen of fundamental life-values which should never be forgotten. It matters not that man is sometimes led astray by chicanery and false prophets, his urge to avoid forgetting the things that count makes him eager to "hold fast to that which is good," whatever things be discarded.

It were almost a platitude to state that modern man is today facing more decisions in determining life-values than at any other time. The advance in invention, scientific knowledge, geographic intimacy and discovery, industrial specialization and output, in the mass and diversity of reading material and in the countless mechanical aids to culture, leisure, and labor-saving all make an aggregate of sensation and idea the impact of which on the human mind has been unparallelled. It has been said that man is fast approaching the macrocosm through his increasing intimacy with the microcosm. That is, he is fast becoming one with the universe through his intimacy with its constituent details. While his grandfather's world, for the most part, was within the boundary of his own county, the grandson's horizon today, in Canada, is bounded only by the stratosphere above, the lithosphere below, Japan on the east, Russia on the west, and by the earth's poles north and south. Everything within these limits comes as grist to his mental mill. The grandfather with enviable complacency may dismiss the innovations of his grandson's day and age as newfangled foolishness but the stark facts remain. The grandson feels his world teeming with irresistible stimulants of his imagination and he thrills under it. He feels, if he does not know, that the achievements of today are but the beginnings of tomorrow in the affairs of which he will take no mean part, provided he is given a chance.

All education is coming-to-know and the best education is the coming-to-know for oneself toward the enjoyment of a fuller life. That is, the more life at its best is comprehended and harmoniously related, the more fully does man live in contentment with his fellows and at peace with himself. Thus it is that school education as we know it today seeks to give to the child some measure of knowledge of the world into which he has come and seeks to equip him for the challenge of the greater world of life which he enters as he grows.

This education may begin long before he enters school, may continue long after leaving it and may even go on outside of school and contemporaneously with it. But it will be within the school that the child will receive his tools for building his own highway through life and learn to be skilful in their use. Now, to-know is fundamentally, directly and indirectly, of the mind. All knowledge, whether of God, of craftsmanship, of beauty, of the arts, and of society in general is in and of the mind. It is in the school that the child-mind learns how best to use the innate forces within itself so as to comprehend and understand life. It does this by supplying mind-tools and teaching how best to use them. Every child, however, in becoming mature must win his own spurs, for no one on earth can do it for him.

All this suggests the outstanding importance of that leadership which will, in season and out, earnestly remind society that values supreme, fundamental and of far-reaching consequences lie in the education of its children. Just as society has at birth given the torch of life to its children, so it must hand over to them as they mature the torch of social and national progress. This, we presume, is the purpose in Manitoba Education Week. It is to provide leadership in direction and emphasis respecting the absoluteness of educational values. It says, in effect, to the people of Manitoba:

"You may be overtaxed without and suffering economic hardship within the family hearth. Aroused and desperate you may have every justification for laying your axe to the deadwood and clearing out the slashings to burn them into oblivion. But before you lay your axe to the school remember—in God's name and in that of the child-REMEMBER what the school means to your and your neighbors' children, to the social order of tomorrow in which you will be living as old men and women. The children of today's schools will then be guiding your soul as church ministers, ruling you as legislators, protecting your and your grandchildren's health and life as doctors, operating on you as surgeons and providing for your necessities as business executives, artisans and clerks. It you must put your axe to the tree, for the sake of the child, who in his helplessness trusts you, touch not living tissue. REMEMBER, the modern school is seeking to equip your children for what they will have to meet and overcome twenty, thirty or even fifty years from now or perish, when you will be too old to aid or too dead to help. You, did you not, you and your fellows of the present generation, brought the present state of things to pass. Why should you ask

MANITOBA EDUCATION WEEK November 6th to 12th

YOUR CHILD'S HOME

IN the home a child lays the foundation of life. He establishes proper habits of eating, sleeping, elimination, and exercise. His home provides him with good books, a place to study, musical instruments, pets, a garden, play space, and the stimulating influence of intelligent family discussion. home trains your child in the per-formance of simple chores; it formance of simple chores; it teaches him the value of money and simple gives him his first experience in cooperation. In the home he learns to share with others, to keep his word, and to respect authority. He learns to be loyal and to assume responsibilities. With his brothers and sisters he takes the initiative in filling leisure moments with worthy activities. Most important of all, he learns the value of home. His own future home will resemble that of his parents. Let us magnify the home.

the young people of today not only to pay when they are men and women, the interest and principal of the loans you are now contracting, but demand, further, that they shall do so handicapped in preparation and equipment because you would now deny them adequate schooling? You say, perhaps, that they, too, should bear some share of the burden of suffering that is now yours. Are they not now suffering with you? Forget, if you will, much that you would be better without. Have the next generation assist to pay your debt in taxation if vou will, but remember—RE-MEMBER, oh Manitobans!what you deny the child today in preparation and equipment you cannot make up tomorrow."

That is the plea underlying the message of Education Week to the people of Manitoba.

-Contributed.

A Sensible Appeal

STAY IN SCHOOL

Don't Join the Ranks of the Unemployed

If your father or older brother or sister is out of work, will it help if YOU leave school NOW?

Jobs for Juniors are Scarcer than Ever Before

Look
at
These
Figures!

10.595 boys and girls applied for jobs at free employment bureaus in New York City in October and November. Only 2,281 got jobs;

8,314 did not!

Why?—Because there were not enough jobs to go around. Almost FIVE workers for every job!

8,314 boys and girls waited in employment bureaus or tramped from door to door in a fruitless search for work. If you leave school NOW, the chances

are nearly FIVE to ONE that you, too, will be unemployed.

It will help you to get a better job when business picks up. In good times, training for a job helps you to find and hold a better job.

Is it better to stay in school and prepare for a better job, or to leave AND WALK THE STREETS LOOK-ING FOR A JOB?

Another Term in School Will Pay

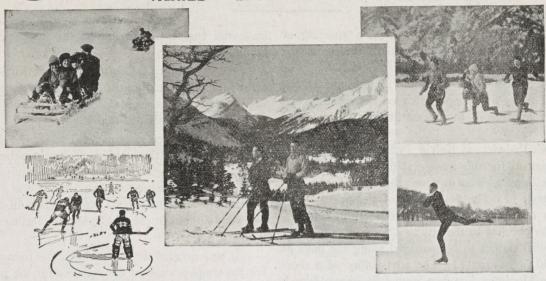
Out of School

Earn nor Learn

You Neither

Ask Yourself

ANADA JE WINTER PLAYGROUND





HE invigorating climate of a typical Canadian winter, now regarded as an advantage rather than a hardship, owing to the unusual variety of healthful and appealing sports, is attracting increasing numbers of visitors to the Dominion. Across

Canada there are many beautiful and attractive snow-clad mountains, hills and valleys, which offer exceptional opportunities for enjoying a wide variety of outdoor winter sports. The principal activities throughout the country are skiing, snowshoeing, skating, tobogganing, curling, hockey, bob-sledding and dog derbies, all of which may be thoroughly enjoyed, under ideal conditions. With the exception of an occasional day during midwinter, the temperature is not too cold for participating in outdoor sports.

While motor travel is not general during the winter season there are many long stretches of highway which are kept conditioned throughout the winter months. The traveller will always find train service a modern and luxurious means of transportation. Hotels at many of the leading summer resorts remain open the year round, providing good accommodation for those wishing to participate in local winter events.

Wide Range of Sports in Every Province

Each Province possesses winter attractions more or less peculiar to its own particular surroundings. Practically all forms of winter sport are available in the Maritime Provinces, but a preference is shown for hockey and curling. In the Province of Quebec the major sport events centre in and around Montreal, Quebec City, Murray Bay and the Laurentian Mountains. Lovers of winter sports will find vast territories in Ontario which are ideal in location and in scenic beauty. Ottawa, the federal capital, is adjacent to some of the finest skiing country on the continent, while the best of ice-yachting may be enjoyed in Toronto Bay and along the waterfront of Lake Ontario.

In the Muskoka and Algonquin Park districts, hotels and cabins are open for the accommodation of winter visitors. In Manitoba the Winnipeg bonspiel, also the winter carnival held at The Pas, are annual events of inter-

MANITOBA EDUCATION WEEK November 6th to 12th

YOUR CHILD'S SCHOOL

DID you ever stop to think what the life of your child would be like without the common school? How he would spend the long days, where he would play, what friend-ships he would make, what influences would mold his young personality, how his faith in himself and human nature would be affected by a thoughtless world, how he would make that important transition from the simple life of the family to the more complicated life cutside, where he would learn not only to read, to write, and to cipher but the thousand and one other matters that determine his ability to get on in the world? Would you be willing to undertake this task by yourself? Your child's school represents you. It seeks to do for all the children what the best and wisest parents would do for their children had they the time and the talent,

national interest. while Banff, situated in the scenic Canadian Rockies in Alberta, is one of the most important centres for winter sports. Record performances in skijumping have been witnessed Revelstoke. The islands and mainland of the south western part of British Columbia offer golf, tennis and other summer sports, for the winter visitor.

Government Bureau Information Service

Information concerning winter sports in Canada may be obtained from the National Development Bureau, Department of the Interior, at Ottawa. Those who desire such information should state, if possible, the particular district or districts in which they are interested, in order that the most complete data may be supplied.

Manitoba Education Association

Report of the School Music Section

A T the convention held last March, a meeting of school music teachers was called to discuss the formation of a new section of the M.E.A., to be known as the School Music Section. Approximately one hundred and thirty-five people attended the meeting and showed their interest in the formation of the proposed section.

Mr. P. G. Padwick, of Kelvin Technical High School, acted as chairman for this inaugural meeting and opened the session with an address in which three principal points were presented: (1) The desirability of forming a music club for city teachers, this club to meet monthly and discuss problems peculiar to the city: (2) The possibility of an all provincial chorus to be managed along the lines of the provincial orchestra; (3) The advisability of a short course at the Manitoba Summer School to discuss instrumental work in the schools.

The meeting was then thrown open for the discussion of any points in which the members were interested. The first motion, presented by Mr. C. L. Maris, seconded by Mr. Evenchuk, and carried unanimously, was as follows: "This meeting heartily endorses the suggestion to hold a class at the Manitoba Summer School in orchestral work and recommends that interested teachers communicate with the authorities."

Miss Ethel Kinley, Winnipeg, was elected president by acclamation and Miss Marion Collins, Winnipeg, secretary.

Moved by Miss Marjorie Horner, seconded by Miss

Lucy Cooper, that a committee composed of one member from the Manitoba Music Teachers' Association, one member from the rural schools, and one member from the city schools, be formed for the ensuing year, said committee to formulate a programme for the next The following session.—Carried. were elected to this committee: Miss Louise MacDowell to represent the Music Teachers' Association; Miss Frances Huntley, Portage la Prairie, to represent the rural schools; Miss Marjorie Horner to represent the city schools.

The next point of discussion was the organization of music throughout the Province. Several members interested in this part of the work discussed the influence of the district festivals. It was finally decided to leave the further discussion of this matter to the programme committee.

The question of a Central Exchange for school music arose and on the motion of Mr. R. Gibson, seconded by Mr. Lytton, it was decided that this also be left over as agenda for the committee to discuss.

At a committee meeting held on May 7th, the question was raised of the inability of rural teachers to follow the music syllabus because of lack of equipment in the schools. It was suggested that, later in the year, a questionnaire be submitted to all rural teachers in order to find out what equipment they had and their feeling towards the syllabus.

It was decided that a resolution be forwarded asking for the simplification of the syllabus for the present—emphasizing singing rather than theory—a draft of the simplified syllabus to be presented with the resolution.

In connection with the equipment for singing, the Curwen Community Song Book was recommended as being very useful and also very economical.

It was decided to have an exhibition of books and vocal music at the next convention. This would include reference books, song books and vocal music which would be considered helpful for teachers wishing to select new music for school or concert presentation.

Moved by Miss Pullar, seconded by Miss MacDowell, that Miss M. Horner be the representative to meet with Mr. Campbell, Miss Kinley and Mr. Gibson to discuss the

subject of credit for high school vocal music.—Carried.

The next subject to come up for discussion was the convention programme. It was decided to have a demonstration lesson which would be the presentation to a class of a new song for public performance. It was also decided to have a speaker who would address the music section on some phase of music as an educational factor.

Miss Kinley and Miss Collins were nominated to arrange an interview with Dr. Fletcher about the formation of a Central Exchange for music.

Dr. Fletcher agreed that the Department would act as custodians and co-operate with the music teachers in the formation of a provincial reference library. A thor-

MANITOBA EDUCATION WEEK November 6th to 12th

YOUR CHILD'S HEALTH

THE school provides a safe physical and mental environment for your child. The modern school is housed in a clean comfortable building with proper light, heat and ventilation; seats that encourage correct posture; sanitary toilets and wash rooms. Physical inspection wash rooms. Physical inspection discovers defects and helps to overcome them through medical treatment and corrective exercise. Playfields and gymnasiums encourage healthful recreation. The school teaches correct health habits. protects against contagious diseases. It provides special care for the undernourished, special classes for handicapped children, and en-courages healthful diet through The school well-balanced meals. creates appreciation for health as a foundation of happiness and a vital common enterprise of Health is the first wealth.

oughly classified list is now being compiled for the guidance of teachers in the selection of music.

A request is presented by the committee that any suggestions as to the spring programme or demonstration would be welcomed by them and should be sent to the secretary, Miss Marion Collins, 142 Luxton Ave., Winnipeg.

A suggested list of Christmas music will be found below.

SUGGESTED CHRISTMAS MUSIC

(Numbers marked * may be obtained at the Winnipeg Piano Co., or at MacLean's Music Store, Winnipeg. Other music must be ordered from publishers. Schirmer music can be obtained in ten days.)

*1. Folk Song Carols. (Unison.)

Collected and arranged by Cecil Sharp. Book 245, Novello.

- (a) King Herod and the Cock.
- (b) The Moon Shines Bright.
- (c) The Holly and the Ivy.
- (d) Come, All You True Good Christians.
- (e) Come, All You Worthy Gentlemen.
- (f) As I Sat on a Sunny Bank.
- (g) The Virgin Unspotted.
- (h) Sons of Levi.
- (i) Wassail Song.

Publishers: Novell and Co., Ltd. Price 35 cents. Suitable for Intermediate Grades.

*2. The Holly and the Ivy (with descant by Dunhill).

Price 15 cents.

Senior classes.

*3. The Moon Shines Bright. (wtih descant by Dunhill).

Price 15 cents.

Senior classes.

*4. Mater ora Filium. (Unison.) Carol based on Irish Folk Song. Arr. by Charles Wood. Price 15 cents. Intermediate or senior.

(May be obtained only at MacLean's.)

*5. It Came Upon the Midnight Clear. (With descant arranged by Dunhill.) Price 15 cents.

Intermediate or senior.

*6. I Saw Three Ships. (Unison.) Thomas Dunhill. Price 15 cents.

Junior or intermediate.

*7. The Holly and the Ivy. Arr. by Cecil J. Sharp. Price 15 cents.

Intermediate.

8. Shepherds, Rejoice. French Carol, two part. Percy Mansfield.

Publishers: Bailey and Ferguson.

9. Carol. (Unison.) Harry Farjeon.

(No. 67 Oxford Choral Songs, Oxford University Press.)

10. Lo, How a Rose. (3 part.) Praetorius. Schirmer, No. 378.

11. Christmas, Hark! (Noel of the Bressian Waits.) Schirmer Choral Songs, No. 1027. 12. How Far is it to Bethlehem. (Unison.) Music by Geoffrey Shaw.

Publishers: Novell and Co., Ltd.

AN UNSPOKEN REQUEST

(With apologies to Mr. R. Kipling)
Master here is your pupil. He is fourteen short years old.
He is mainly legs and body, and his mind is uncontrolled.
Often you have forgiven him and set his heart at rest,
But his fears are heavy upon him now for, behold, here comes

Master, I am a beginner; not, Sir, for so very long
Have I studied at Maths and Physics, have I conned the
Skylark's Song.

Wherefore be kind, O Master, to one who has liked your face, And mark my faults but lightly, that I may not take last place.

And, Master, the Latin I know not would fill a large-sized book.

I have tried to learn deponent verbs but not by hook or crook Can I keep them straight in memory, like wandering pups, they stray.

O Master, remember your pupil is scared and let me through if you may.

Master, remember your pupil, who can hold them at first base, Who helped his class to win the shield but knows not the Ablative case.

O Sir, remember the sports' day's thrill when the relay race we won,

And forget, if you will, my class-room faults and my misplaced sense of fun.

Master, pity your pupil; you were once a boy yourself.

You, too, once neglected your lessons and left your books on the shelf.

Look back, kind sir, to your early days and your father's voice so stern,

And loose me from my bond of fear for what I cannot learn.

So, Master, when school days are over, and you golf and fish and swim,

You'll be glad that you treated me lightly and filled my cup to the brim,

For I'll be back to greet you when the holidays are o'er, And I'll thank you, Sir, with my impish grin as I stand at your class-room door.

-Quebec Teachers' Magazine.

When students begin to study a new subject they are usually interested in the adventure and give it close attention. If the subject is well taught the new work will be based on old and familiar knowledge, and progress seems to be rapid. Gradually difficulties appear, and unless these are promptly recognized and overcome they will roll up like a snowball and progress will be at an end. When this situation is reached many become discouraged and give up. All through life difficulties will be met and unless they are bravely faced and overcome, failure results. One must hang on like a fighting bull-dog and force success out of apparent failure.—Geo. J. Trueman.

President of Mount Allison University.



DEPARTMENTAL BULLETIN



DE COVERLEY PAPERS

Teachers are advised that they should read with their classes the following essays, namely: 1, 2, 106, 107, 108, 110, 112, 113, 115, 116, 117, 122, 130, 131, 269, 329, 335, 517.

GRAIN INSPECTION IN CANADA

Teachers are advised that "Grain Inspection in Canada—a Bulletin of the Federal Department of Trade and Commerce," is out of print. The Department of Trade and Commerce has been receiving a number of enquiries for this Bulletin recently, but is unable to supply it.

REMEMBRANCE DAY

The eleventh day of November is known as "Remembrance Day" and by an Act of the Federal Government this day is a legal holiday. The schools will be closed on Remembrance Day.

SPECIAL NOTICE RE PHYSICS, GRADE XII

Students who have not taken Physics in Grade XI, but who wish to take this subject in Grade XII, may follow the course listed in the University Calendar as Physics 1A. This course includes Chapters IV, V, XIII, XIV, XVI, XXV, and XXVI of the regular text in addition to the work prescribed in the Programme of Studies for Grade XII. The examination paper in Physics for Grade XII will contain one or more obligatory questions based on these seven chapters for those students who are taking Physics 1A.

SPECIAL NOTICE RE CHEMISTRY, GRADE XII

Students who have not taken Chemistry in Grade XI, but who wish to take this subject in Grade XII, may follow the course listed in the University Calendar as Chemistry 1A. This course includes Chapter I-IV, inclusive, XI, XIII, and XX of the text in addition to the work prescribed in the Programme of Studies for Grade XII. The examination paper

in Chemistry for Grade XII will contain one or more obligatory questions based on these chapters for those who are taking Chemistry 1A.

EXAMINATION SUPPLIES

Principals and teachers should note that the Department does not provide examination booklets and supplies for the December Examinations. Read carefully the Regulations and Instructions which will be mailed with the question papers.

APPLICATION FORMS

Application forms for the December Examinations are now ready and all requests for these forms should be forwarded to this office as soon as possible. All completed applications must be received at the Registrar's Office, Department of Education, together with the fees, not later than November 21st. Applications received after November 21st must be accompanied by the late registration fee of \$1.00 in addition to the regular fee.

Such late applications are entirely at the students' own risk. To late applicants we can give no assurance that papers can be provided and permission given to write the examinations concerned. The fee for each examination is stated on the application blank and is also given in the table below. The following forms will be available:

Grades IX and X and XI (one form). Grade XII.

One application form only is required from each candidate. If the student has conditions from more than one grade the application form for the highest grade should be used and the subjects applied for shown on it.

TABLE OF FEES

The fee for Grades IX and X is one dollar per paper.

The fee for Grade XI is three dollars for the first paper and one dollar for each additional paper.

The fee for Grade XII is three dollars for the first paper and two dollars for each additional paper.

ALGEBRA AND GEOMETRY, GRADES X AND XI

Students who have elected to complete all the work of Geometry in Grade X this year will write the Grade XI examination in Geometry. This applies to all schools, including Collegiate Institutes. The recommendation of the school will not be accepted for final standing in this subject. Collegiate Institutes, however, who are following the courses in Algebra and Geometry, as outlined in the Departmental circular of August 30th, may recommend their students for Grade X standing in these subjects in view of the fact that the students will write the final examination in Grade XI on this work.

PROGRAMME OF RADIO LESSONS Nov. 7th to Dec. 10th

Monday, Nov. 7th, 5.15 to 5.35 p.m.

Grade XI—"The Shorthand of Chemistry.".

Dr. E. F. Willoughby, Kelvin Technical High School.

Tuesday, Nov. 8th, 5.15 to 5.35 p.m. Grade IX—"Conditions of the People in the Latter Middle Ages."

Miss L. H. McKnight, Lord Roberts Junior High School.

Wednesday, Nov. 9th, 5.15 to 5.35 p.m. Grade X—"The Structure of Living Organisms."

Thursday, Nov. 10th, 5.15 to 5.35 p.m. Grade XI—"The Church and the Seigneur in New France."

Mr. Geo. Florence, Daniel McIntyre Collegiate Institute.

Friday, Nov. 11th, 5.15 to 5.35 p.m.
"The Place of Sacrifice in Life."
Rev. Clark B. Lawson, Greenwood
United Church.

Saturday, Nov. 12th, 10.30 to 10.50 a.m. Grades VII and VIII—"Some Pictures of Mediaeval England." Mr. E. H. Morgan, Riverview School.

Monday, Nov. 14th, 5.15 to 5.35 p.m. GradesX and XI—"The Paragraph."

MANITOBA EDUCATION WEEK November 6th to 12th

YOUR CHILD AND YOU

"HE looks like his daddy," is a compliment that has stirred many a father's heart. Even as they resemble the physical features of their parents, children come in some measure to hold the ideals their parents have for them in health, in home, in learning, in citizenship, in vocational success, in leisure, and in character. "All I am or hope to be I owe to my angel mother," is a great man's tribute a wise and faithful parent. What will your child say of you when the storms of life have tested the body and mind and soul which you helped him build? Do you work as hard to make a success of your child's life as you do to make a success of your business? is your ally. Your child's school Every day it does something for your child. A sound schooling is the richest legacy you can leave him. It gives confidence and security.

Miss M. Anderson, Daniel McIntyre Collegiate Institute. Tuesday, Nov. 15th, 5.15 to 5.35 p.m.

Grades VII, VIII, IX—"Music Appreciation—Art Songs." Miss E. A. Kinley, Daniel McIntyre Collegiate Institute.

Wednesday, Nov. 16th, 5.15 to 5.35 p.m.

Grade X—"The Effects of the Industrial and Agrarian Revolutions."

Mr. W. G. Oliver, Daniel McIntyre Collegiate Institute.

Thursday, Nov. 17th, 5.15 to 5.35 p.m.

Grade XI—"My Last Duchess."

Miss A. Turner, St. John's Technical High School.

Friday, Nov. 18th, 5.15 to 5.35 p.m.

Grade IX and X—"Readings from Wm. Drummond."
Mr. C. K. Rogers, Assistant Deputy Minister, Department
of Education.

Saturday, Nov. 19th, 10.30 to 10.50 a.m.

GradesVII and VIII—"Sherwood Forest in the Days of King Richard."

Miss T. K. Stratton, Department of Education.

Monday, Nov. 21st, 5.15 to 5.35 p.m.

Grade XI—"Air Pressure."

Mr. I. G. Arnason, Daniel McIntyre Collegiate Institute.

Tuesday, Nov. 22nd, 5.15 to 5.35 p.m.

Grade IX—"Explorations in the Time of the Renaissance." Miss L. H. McKnight, Lord Roberts Junior High School.

Wednesday, Nov. 23rd, 5.15 to 5.35 p.m.

Grade X-"Diffusion in Plants and Animals."

Thursday, Nov. 24th, 5.15 to 5.35 p.m.

Grade XI—"The Struggle that Made Canada a British Colony."

Mr. J. M. Scurfield, Kelvin Technical High School.

Friday, Nov. 25th, 5.15 to 5.35 p.m.

Grades IX and X—"Christmas Ghosts Interview Mr. Scrooge."

Miss Effie Thompson, Earl Grey Junior High School.

Saturday, Nov. 26th, 10.30 to 10.50 a.m.

Grades VII and VIII—"Production of Rice."

Mr. F. D. Baragar, Principal Sparling School.

Monday, Nov. 28th, 5.15 to 5.35 p.m.

Grade XI—"The Chemistry of Solutions."

Dr. E. F. Willoughby, Kelvin Technical High School.

Tuesday, Nov. 29th, 5.15 to 5.35 p.m.

Grades VII, VIII, IX—"Music Appreciation—Christmas Carols."

Miss E. A. Kinley, Daniel McIntyre Collegiate Institute.

Wednesday, Nov. 30th, 5.15 to 5.35 p.m.

Grade X—"The Early Growth of the English Constitution."
Mr. W. G. Oliver, Daniel McIntyre Collegiate Institute.

Thursday, Dec. 1st, 5.15 to 5.35 p.m.

Grade XI-"Tennyson and Arthur Hallam."

Miss M. McBeth, Kelvin Technical High School.

Friday, Dec. 2nd, 5.15 to 5.35 p.m.

Grades VII and VIII—"Distribution of Fruits and Seeds." Mr. H. McIntosh, Provincial Normal School, Winnipeg.

Saturday, Dec. 3rd, 10.30 to 10.50 a.m.

Grades VII, VIII, IX—"Picture Appreciation."

Mr. E. W. Sellors, Aberdeen Junior High School.

Monday, Dec. 5th, 5.15 to 5.35 p.m.

Grade XI-"Magnetism and Electromagnetism."

Mr. I. G. Arnason, Daniel McIntyre Collegiate Institute,

Tuesday, Dec. 6th, 5.15 to 5.35 p.m.

Grade IV-"The Catholic Reformation."

Miss L. H. McKnight, Lord Roberts Junior High School.

Wednesday, Dec. 7th, 5.15 to 5.35 p.m.

Grade X—"Digestion and Absorption of Food."

Thursday, Dec. 8th, 5.15 to 5.35 p.m.

Grade XI—"French Colonists under British Rule."

Mr. Geo. Florence, Daniel McIntyre Collegiate Institute.

Friday, Dec. 9th, 5.15 to 5.35 p.m.

Grade IX—"A Merry Christmas to Us All! God Bless Us!" Miss Effie Thompson, Earl Grey Junior Righ School.

Saturday, Dec. 10th, 10.30 to 10.50 a.m.

Grades VII and VIII—"Some Pictures of Tudor England." Mr. E. H. Morgan, Riverview School.

RADIO LESSONS IN LITERATURE

Teachers are hereby advised that in planning the Radio Programme in English Literature for Grade XI, the Department will begin with the poems in "A Treasury of Verse." Teachers should plan their work in Literature accordingly if they expect to avail themselves of the assistance to be given through the Radio Lectures.

MORE HOWLERS

What King came after Queen Elizabeth? Philip of Spain, but she wasn't having any.

Napoleon defeated the Marmadukes at the Battle of the Pyramids.

When the garrison of Lucknow ran out of provisions, a Scottish maiden put her ear to the ground and said, "Dinner, ve hear it."

From what state did Frederick the Great invade Silesia? From a state of collapse.

Mary Queen of Scots sewed well. History says she was fond of darning.

Napoleon dispersed the rioters with a whiff of grape fruit.

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National Council of Education

Radio Programme, October 30th - December 4th, 1932

"THE WORLD OF 1800"

Note—The following programme has been arranged by the Radio Committee of the National Council of Education and associated organizations, in co-operation with the Manitoba Telephone System. Its purpose is to recreate, by means of Sunday concerts, from the works of its musicians and week-day talks on the outstanding men, that time in our history which centres in the year 1800. Sundays—October 30th, November 6th, 13th, 20th, 27th,

December 4th.

Musical programmes from the works of Beethoven, Haydn and Mozart, arranged by Miss Eva Clare and the Manitoba Music Option Board.

Evening programmes to be given from 8.00 to 8.30 every week night but Saturday.

Mondays, October 31st, November 7th, 14th, 21st, 28th "What was going on in the world in 1800?"

Oct. 31-Wellington, Mr. G. J. Reeve.

Nov. 7—Napoleon, Professor N. Fieldhouse.

Nov. 14—The Younger Pitt, Miss E. E. Moore.

Nov. 21—Washington, Professor R. O. MacFarlane.

Nov. 28-Stein, Mr. Marcus Hyman.

Tuesdays, November 1st, 8th, 15th, 22nd, 29th "Industry and Commerce in 1800"

Nov. 1—Beginnings of the Industrial Revolution, Mr. R. F. McWilliams, K.C.

Nov. 8—A Widening World, Mrs. Logie Macdonnell.

Nov. 15—Europe's Internal Walls, Mr. Rhodes Smith.

Nov. 22—Wars and Trade—International Law—Lord Stowell, Mr. Eldon Siddall.

Nov. 29—Adam Smith—The New Economic Principles, Professor L. W. Moffit.

Wednesdays, November 2nd, 9th, 16th, 23rd, 30th "The Literary People of 1800"

Noc. 2—Goethe, Professor J. H. Heinzelmann.

Nov. 9-Scott, Rev. A. E. Kerr.

Nov. 16—Byron, Professor W. T. Allison.

Nov. 23-Wordsworth, Miss E. S. Colwell.

Nov. 30—Chateaubriand, Professor W. F. Osborne.

Thursday, November 3rd, 10th, 17th, 24th, December 1st "How People Lived in 1800"

Nov. 3-Schools in 1800, Mr. C. K. Rogers.

Nov. 10-Doctors of 1800, Dr. Harvey Smith.

Nov. 17—How People Talked in 1800, Mr. Alan Crawley.

Nov. 24—Preachers of 1800, Rev. A. Eardley.

Dec. 1-Farms of 1800, Hon. D. G. Mackenzie.

Fridays, November 4th, 11th, 18th, 25th, December 2nd "Science and Inventions in 1800"

Nov. 4—Travel in 1800—Stephenson, Mr. Robert England.

Nov. 11—Davy and Faraday—their discoveries, Professor J. F. T. Young.

Nov. 18—Audubon—Father of American Bird Study, Mr. A. G. Lawrence.

Nov. 25—Herschell—Astronomy, Professor L. H. Warren.

Dec. 2—Cuvier—Anatomy, Dr. Digby Wheeler.

Note—If this programme receives public approval, a second series, "The World of a Hundred Years Ago," will be given in the spring. The Radio Committee, therefore, hopes to receive many expressions of public opinion and will welcome criticism, as it will be of great help in the future work of the committee.

MRS. R. F. McWILLIAMS, Chairman, Radio Committee, 500 Stradbrooke Ave., Winnipeg.

WINNIPEG FEDERATED BUDGET

Once a year the Federated Budget Board appeals to the good citizens of Greater Winnipeg for funds necessary to maintain the twenty-five non-sectarian institutions in affiliation. The date of this year's campaign has been set for the week commencing October 31st, the objective will be determined as soon as institutional audited statements and budgets have been checked and announcement made at a later date.

It is a work that simply has to be done, a job for every man, woman and child who is endowed with sufficient of the milk of human kindness to help care for the less fortunate. Their thoughts turn to the helpless little children who have lost their parents, to the youth with two paths lying before his feet, to the once able man grown old and the aged women with no relatives to lean on, to the blind stumbling in perpetual darkness and to the crippled little boy or girl hobbling in their misery.

The twenty-five agencies of the Budget will care for them all the year around if you will think of them and pledge generously at campaign time. A visit to a childcaring institution and a home for the aged will enlighten you as to the scope of the work carried on. You will be made welcome.

Campaign time will soon be here. The helpless in the institutions need your help as never before and they appeal to the sympathetic hearts of the citizens of Winnipeg to give generously.

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Manitoba Education Week

November 6th to 12th

Amount spent on non-essentials during the year 1930 and their relation to essential school education costs.

Non-essentials	Amount	Number of children it could support at school for one day	Number for one year	Number of one-room rural schools could be kept open whole school year
Chewing Gum and Popcorn	281,778.00	567,300	2,836.5	94.55
Jewelry	525,071.00	1,057.320	5,286.6	176.22
Cosmetics, Perfumes	646,290.00	1,301,167	6,505.83	216.86
Sports, etc.	792,629.00	1,595,790	7,978.95	265.96
Ice Cream	986,471.00	1,986,050	9,930.25	331
Soft Drinks	1,009,628.00	2,032,672	10,163.36	338.77
Theatres, Movies, etc.	1,959,000.00	3,944,030	19,720.15	657.33
Candy	2,338,329.00	4,707,729	23,548.64	784.95
Beer	2,919,936.00	5,876,859	29,384.29	979.47
Horse Racing	3,936,000.00	7,924,300	39,621.5	1,320.71
Hard Liquor	4,710,227.00	9,464,922	47,324.61	1,688.48
Tobacco, Cigarettes, etc.	6,092,302.00	12,265,556	61,327.78	2,044.25
Passenger Automobiles	10,142,658.00	20,420,088	102,100.44	3,403.34
	336,330,419.00	73,043,883	365,728.9	12,319.71

Remarks: The figures for the expenditure on non-essentials for 1930 are taken from the radio address of Andrew Moore, B.A., B.Sc., LL.B., Inspector of Secondary Schools, CKY, on May 2nd, 1932.

The average cost per child per school day in Manitoba is 49.67 cents. The school year is taken as 200

days. The enrolment of the one-room school as 30, which may be a liberal estimate.

CHILDREN FIRST

In the face of danger or disaster on a sinking ship we should strike down anyone who attempted to save himself at the expense of a child. Children come first not only on sinking ships but in our hearts, our homes, our schools, and our churches. They are first. The race can save itself—can lift itself higher—only as children are lifted up. In this unique period of depression, with its extreme want on the one side and its extreme fortunes on the other, many schools are carried down to disaster—their doors closed—their funds cut off. Boards of education and other public officials are often hard pressed financially, but they cannot afford to give up the idea of children first.

To do justice by the child it is necessary to do justice by the child's teacher. Teachers have never had full justice. Their salaries have always been low when compared with their training and their heavy responsibilities. They have never been able to maintain the standard of living which the character of their work calls for. We have never given to our Canadian rural communities the leadership of a stable, well-paid, well-trained teaching profession. Teachers in cities have never received salaries in keeping with the pivotal importance of their service to the community. It is the common school to which we must look for

the training in skill and in character to enable us to rise above present conditions.

This is a time when the homes need to keep close to the schools, when every parent needs to realize the human significance of educational service, the value of the teacher's work. It is for the parent to protect the rights of the children. Let's keep the children first.—Selected.

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Albert Einstein.

To ponder interminably over the reasons for one's own existence or the meaning of life in general seems to me, from an objective point of view, to be sheer folly. And yet everyone holds certain ideas by which he guides his aspiration and his judgment. The ideals which have always shone before me and filled me with the joy of living are goodness, beauty and truth. To make a goal of comfort or happiness has never appealed to me; a system of ethics built on this basis would be sufficient only for a herd of cattle.

The man who enjoys marching in line of file to the strains of music falls below my contempt; he received his great brain by mistake—the spinal cord would have been amply sufficient. This heroism at command, this senseless violence, this accursed bombast of patriotism—how intensely I despise them! War is low and despicable, and I had rather be smitten to shreds than participate in such doings.

Bertrand Russell.

There will be no safety in the world until men have applied to the rules between different states the great principle which has produced internal security—namely, that in any dispute, force must not be employed by either interested party but only by a neutral authority after due investigation according to recognized principles of law. *John Dewey*.

It seems to me that the chief danger of religion lies in the fact that it has become so respectable. It has become largely a sanction of what socially exists—a kind of gloss upon institutions and conventions. Primitive Christianity was devastating in its claims. It was renunciation and denunciation of the "world"; it demanded a change of heart and entailed a revolutionary change in human relationships.

Robert Andrews Millikan.

If the influence of American churches in the furtherance of socially wholesome and forward-looking movements, in the spread of conscientious and unselfish living of all sorts, were to be eliminated, it is my belief that our democracy would in a few years become so corrupt that it could not endure.

The new God is the God of law and order; the new duty, to know that order and to get into harmony with it, to learn how to make the world a better place for humanity to live in, not merely how to save your individual soul.

Theodore Dreiser.

Rain-dark violets under rain-soaked leaves. Crimson fungus growth under drooping birch twigs. A brown path over a green hill down which streams a westering

sun. A girl, arms akimbo, gazing at the sky at dawn. A sea a-shimmer in the sun. A beautiful gray rain amid the drooping leaves of the year. A scarred and weary face bent low in sorrow. A light-keeled boat upon an enchanted sea.

H. G. Wells.

If I am something of a social leveler, it is not because I want to give silly people a good time, but because I want to make opportunity universal, and not leave out one single being who is worth while. If I want economic change it is because the present system protects and fosters a vast swarm of wasteful spenders, no better in their quality and much worse in their lazy pretentious traditions than the general run of mankind.

If I am opposed to nationalism and war, it is not merely because these things represent an immense waste of energy but because they sustain a cant of blind discipline and loyalty and a paraphernalia of flags, uniforms, and parades that shelter a host of particularly mischievous, unintelligent bullies and wasters; because they place our lives at the mercy of the trained blockheads. Militarism and warfare are childish things, if they are not more horrible than anything childish can be. They must become things of the past. They must die. Naturally my idea of politics is an open conspiracy to hurry these tiresome, wasteful, evil things—nationality and war—out of existence; to end this empire and that empire, and set up the one Empire of Man.

Fridtjof Nansen.

We dream of a new era of mankind, a time of a better life, of lasting peace, of brotherhood and goodwill between individuals, classes and peoples, of mutual confidence and co-operation. Can this dream be realized? Some people think that a better world can be created by sudden improvement, by dictatorial commands, by force, or even by revolutions. It was people of this frame of mind who proposed to wage a "war to end war," but all they reaped was destruction. The old proverb that Beelzebub has to be driven out by Beelzebub is a dangerous one; the use of evil will create more evil, war more hostile feelings, and the use of force more need of force. The lasting betterment of the world cannot be reached by short-cuts of this kind; it must come by gradual growth from within. It can only be attained by education and time is needed.

If we really hope to be able to approach a better future of mankind, the first condition is to have courage and not to be dominated by fear. We need courage to throw away garments which have had their day and no longer fit the requirements of the new generation; we must work calmly and with confidence to lay a new and safer foundation for the ethical life of the individual as well as the community.

Above all, we must not allow fear to keep alive the distrust and hostile feelings between classes and nations which are the most serious threat of the future. Nations fear each other and think that in order to safeguard their future it is necessary to be armed against every neighbor. We see that some of them even think that armament increases the ability to keep a potential enemy in subjection, but to an impartial spectator this method must seem to have just the opposite effect. It is obvious that as long as views of this kind prevail among nations, there is no hope of securing a lasting peace. If nations could overcome the mutual fear and distrust whose sombre shadow is now thrown over the world, and could meet with confidence and goodwill to settle their possible differences they would easily be able to establish a co-operation which would secure a lasting peace to the benefit of everyone of them, and would further the welfare of the whole world.

Sir James Jeans.

There is nothing to prevent our making the earth a paradise again—except ourselves. The scientific age has dawned, and we recognize that man himself is the master of his fate, the captain of his soul. He controls the course of his ship and so, of course, is free to navigate it into fair waters or foul, or even to run it on the rocks. Our problem is no longer merely to muddle through for a few more generations. We see ourselves as the architects of a tremendous future, with science giving us the power to build for good or evil, to make or to mar.

We of the present age know very little-almost nothing; we are rather pioneers setting out to explore a new country. We have the thrill of ever-changing views, now and again we reach a ridge or summit which opens up new and unexpected vistas—of necessity our point of view must continually change. Those who come after us will live in a very different world which they will understand far better than we understand our world today. They may find it more wonderful than anything we can imagine; on the In either other hand, it may prove unspeakably dull. event, they will not know the thrill of the pioneer. And, unless human nature changes vastly in the meantime, we may be sure they will regret the "good old days" in which we are now living. They will think of our age as the Golden Age, the glorious morning of the world. And I, for one, do not regret that fate has cast my life in it.

James Truslow Adams.

Reason is psychological but it is not powerful as a compelling motive to conduct in most men and women. For that we rely upon instinct and emotion. Instincts change slowly and are useless for this purpose. So we have to return to the emotions, and the most powerful are love and fear; and, in the past, the needed sanctions of popular morality have been love for the character of some great moral leader, or love and fear with reference to the supernatural. It may be that, millenniums hence, reason will be a more powerful motive of conduct than instinct and emotion. It is not now and it is not likely to be during the lives of the next few generations. To depend today upon

reason as a sufficient guide in the field of conduct not governed by the civil law is like trying to take shelter under an acorn instead of an oak tree in a storm. The simple fact is that we cannot count upon the great mass of men in this industrial civilization of ours in the year 1931 basing their conduct, and basing it rightly, upon reason and scientific knowledge.

In every direction—economic as well as spiritual—we hear the new doctrine of self-expression versus self-restraint being preached. The apostles of this doctrine are all alike in failing to take into consideration both the whole of a man's life and the whole of his nature. They think only in terms of the moment's gratification. Henry Ford, for example, preaches that we should spend, not save; that "use" and "saving" should govern our relation to raw materials and our own income. Mr. Ford, with his billion dollars, may not have to save, but the workman whom he throws out of employment ruthlessly whenever it suits his purpose may feel at times that his wisdom may not, after all, be quite as great or as disinterested as the accumulated wisdom of the race expressed in homely saws and ethical doctrines.

George Jean Nathan.

I believe in a college training but not in a college education. The latter, I have learned from personal experience, is worth very little; the former, which imparts a knowledge of the value and uses of leisure, a somewhat superior ease and serenity, and a view of indignation, whatever form the latter may take, is not without its advantages.

Hu Shih.

Everything that we are, everything that we do, and everything that we say is immortal in the sense that it has its effects somewhere in this world, and that effect will have its results somewhere else, and the thing goes on in infinite time and space.

Beatrice Webb.

Here and there, from time to time, there emerges from the mass a man or a group of men whose common qualities are exceptionally influential in the particular race of human beings with whom they come in contact. It may be a captivating personality, it may be religious exaltation, it may be superlative efficiency in the organization of war or in the administration of a state. William James called such great men "ferments"; influences which change the course of life of a whole nation.

Wherever no hypothesis can be scientifically proved or disproved, and yet some hypothesis must be selected as a starting point for thought or a basis of conduct, the individual is justified in selecting the hypothesis which yields the richest results in the discovery of truth or in the leading of a good life.

Dean Inge.

In spite of all the faults that may justly be found with it, it is a simple fact that there has never been a time in the history of the world when the average citizen, the working man and woman, could command anything like the comforts and amusements and opportunities for education and intellectual pleasure that he and she has now. With all its faults, the civilization of the twentieth century is the happiest and best for the average man and woman that the world has ever seen.

Ten years ago I did think that civilization was in great danger, and I still think that it was. Now I am inclined to think that we have turned the corner, but we are not out of the wood yet. Another war, or a revolution. might yet plunge us into another darker age. But I do not want you to confound reasoned hopefulness with optimism. An optimist is a barometer stuck at Set Fair, whatever the weather may be. The man who says, "I am always an optimist," is a very irritating kind of fool. He is the kind of man who would buy from a Jew and sell to a Scot and expect to make a profit. Our future is in our own hands. to make or to mar. It will be an uphill fight to the end, and would we have it otherwise? Let no one suppose that evolution will ever exempt us from the struggles. "You forget," said the Devil, with a chuckle, "that I have been evolving, too."

J. B. S. Haldane.

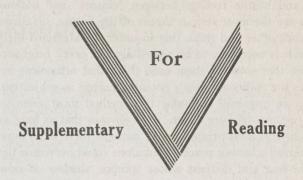
The psychological, even the intellectual, benefits of marriage, seem to me to be enormous. If a man has lived for some years in the closest intimacy with a woman, he learns to look at life from her point of view as well as his own. A man who cannot do this is like a man blind in one eye. He does not appreciate the solidity and depth of the world before him.

During the Middle Ages, Europe was far too much influenced by celibate men. Today, much too big a part in public life is played by the celibate woman, and far too little by mothers. I find few ideas more genuinely disgusting than that held by many education authorities that a woman ceases to be suitable as a teacher when she becomes a mother.

I am glad that I live today and not at any time in the past. In the 4,000 years before about A.D. 1800, civilization has spread over a gradually widening area, but its quality has not greatly improved. In the nineteenth century we doubled our average expectation of life, quadrupled our average real wage, and vastly improved our education and morals.

We live in a dangerous age, but an extraordinary interesting one. History is being made on a vaster and quicker scale than ever before. For humanity as a whole I am hopeful. But even if I am blown to pieces in the destruction of London during the next war, or starved to death during the next British revolution, I hope that I shall find time to think as I die. "I am glad that I lived when and where I did. It was a good show."

Honesty is sometimes almost a crime, and the man who feels it necessary to speak what he is pleased to call his mind in season and out of season is a public nuisance.—
O. Douglas. in "Ann and Her Mother."



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- 2. Idleness of pupils at their seats while some are working at board.
- 3. Failing to return tests on time.
- 4. Continually urging pupils to get to work.
- 5. Displaying bad temper when lesson seems to be poorly prepared.
- 6. Poor preparation by the teacher; depending on inspiration instead of perspiration.
- 7. Speaking in a disagreeable tone; voice poorly modulated.
- 8. Using faulty English and poorly cast sentences.
- 9. Little enthusiasm or interest in getting best results.
- 10. Repeating answers made by pupils in identical words (while thinking up another question?).
- 11. Chronically scolding the entire room; threatening.
- 12. Making cutting criticisms of individuals in presence of the class.
- 13. Criticising the whole class for mistakes of individuals.
- 14. Making many rules and enforcing few.
- 15. Too many don'ts.
- 16. Being too formal or too familiar with pupils.
- 17. Making use of freakish or unreasonable punishments.
- 18. Scolding a pupil before the class instead of waiting for a private interview.
- 19. Lack of thorough knowledge of subject matter.
- 20. Bluffing to cover up unpreparedness.
- 21. Too closely dependent on textbooks.
- 22. Failing to connect present lesson with previous one.
- 23. Accepting slipshod work.
- 24. Talking too much.
- 25. Starting with the question: "What is the lesson about today?"
- 26. Fixed order of the recitation; pupils anticipate when they will be called on.
- 27. "Pumping" of unprepared pupils; wasting the time of the rest.
- 28. Squelching the serious questioner.
- 29. Impatient with the slow.
- 30. Asking questions and then answering them before the pupils have a chance to think.
- 31. Laughing at the answers of the dull pupils and allowing pupils to laugh.
- 32. No variety; continually using the same method of recitation.
- 33. Making special assignments and failing to call for them.
- 34. Indefinite questions: "Who chased whom around the wall of what?"
- 35. Accepting one word for an answer and filling in the rest.

- 36. Repeating questions and repeating answers.
- 37. General questions: "What about Columbus?"
- 38. Picking special report of pupil to pieces and saying nothing good about it.
- 39. Calling on pupil before asking the question.
- 40. Hasty and indefinite assignment.
- 41. Over-assignment (which discourages pupils).
- 42. Under-assignment (which encourages laziness).
- 43. Assignment by pages or paragraphs.
- 44. Writing outside work without checking up on assignments.
- 46. Requiring pupils to close books but keeping desk copy open.
 - -"El Padre," Santa Clara County, San Jose, Cal.

In Central China the great Yangtze-Kiang, which has literally built up the country by the silt it brings down, has now submerged almost a sixth of the land, and has left some forty millions homeless. It is as though the whole of Britain had foundered. Here is a disaster on such a scale that only science can tackle it! And it is a disaster which has been made possible by what I have called this hand-to-mouth way of carrying on. The Yangtze-Kiang, thick with the silt it is always bringing down, naturally tends to silt its bed, and so must overflow its banks. The hand-to-mouth answer to that is to build up dykes. To which, of course, the river replies by piling still higher its bed. Further dykes are then called for until the river is flowing many feet above the countryside. The race is as silly as an armament race, and can only have the same fatal end. For, some seasons such as this, such rains come that the banks give and a staunchless deluge spreads over a whole kingdom. The only way to tackle such a problem is the large-scale way that science makes possible. The whole river course must be planned, its bed scientifically dredged and the current canalised. It is sometimes said by those who like war that without it we shall grow soft. Well, quite apart from the perilous task of trying to control science, the Chinese floods show that Nature is still the great enemy. If we want fighting to keep us keen, here is a foe far more implacable than anything human.

Curfew—In the Middle Ages, the peasants of France were required to cover or extinguish their fires at a fixed hour in the evening. A bell was rung to notify them of the time to obey the command, "Cover the fire"—in French couvre feu. The French came to call the bell, and the time of its ringing, covrefeu or cuevrefu. The Norman-French conquerors used it in England, and the medieval English adopted it as curfu, meaning the hour and the signal for all citizens to retire to their homes. It became curfew, which today, although indicating perhaps a later hour, still is the time, or the signal, to retire from public places.

Wisdom from Ninette

From Addresses by Dr. D. A. Stewart, Superintendent, Ninette Sanatorium.

Unknown spreaders of infection, like fog-shrouded icebergs, scatter wreckage in the travel lanes of life. Only when they are known and charted is the sea safe for human freightage.

Tuberculosis is a challenge to the life, the health, the happiness and the future of children.

Timber from some ricketty old houses was moved along a road, and shed nails all the way. Result—an epidemic of punctures, and much profanity. Finally some one thought of a big magnet, which picked up two hundred pounds of potential punctures. The epidemic subsided; profanity ceased. Prevention is better than patching.

Our children are the heirs of all the evil of the ages as well as all the good. It is up to us to make the good dominate.

Tuberculosis makes its sharpest attack at the very ages when life has its highest functions and fruitions. Its shadow falls on parents in their prime, and on the growing young family. It does more killing and disabling between fifteen and forty-five than any other disease whatsoever.

Tuberculosis is a personal affliction and a domestic disaster; also an economic mistake and a community wastage.

Treatment can alleviate epidemic diseases, but only prevention can cure them.

Curative medicine, like the good Samaritan, pours the oil and wine of healing into the wounds of the distressed. Preventive medicine gets out and polices the road from Jerusalem to Jericho.

Mother Nature's favorite prescription for almost all the physical and mental ills of her erring children still is test

Wherever there is tuberculosis, and whatever the consequent illness, disability or death, if we knew all the facts, we could trace each tragedy back to some one individual unwittingly infecting another individual. Our big job is to find that spreader and prevent that spread.

It is not sharing the same family tree that gives tuberculosis, but sharing the same house, the same bed, board or circle. It is not closeness of consanguinity but closeness of contact.

Tuberculosis is not only a disease of the individual, but a disease of the community as well, with causes that are

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community causes and measures of cure that are community measures.

Wherever we would that the race should go we must lead the feet of children. Whatever we wish that the race should do, that we must teach to children. The child is father of the race.

Whether a citizen will be an asset to the state, or a liability, and how much of an asset, or how much of a liability, depends directly on his intellectual, moral and physical vigor.

Tuberculosis throws widows and orphans upon the state, blights careers, piles up large costs. But the costs of tuberculosis treated are not to be compared with the costs of tuberculosis neglected.

Of all the assets of a nation the most undervalued are the human assets. Human life is not cheap. The dollars and cents value of the children in Manitoba schools is beyond the dollars and cents value of all Manitoba's homesteads, forests, mines, lakes, waterfalls, livestock. railways, cities and towns.

It is true that tuberculosis death rates have been cut in two, but the first half of such a job is the easiest half. After that we get up against the law that demands increased efforts for diminishing returns.

Tuberculosis cannot be considered conquered, or half-conquered, or well on the way to being conquered while it still kills everywhere more than any other disease between fifteen and forty-five.

If this generation could only deal thoroughly with all its tuberculosis, the next would have none to deal with.

A water-tight compartment idea of the community does not work. For good or ill we are all members one of another.

When times are full of economic evils, and revolutionary evils, and immoral evils, there is more need than ever before to avoid the wasted hours, the empty spaces where the noxious weeds of life can grow.

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King Mythos, Philosopher

By J. BRUCE DAY

THE sentence most often imposed by King Mythos of Historia was to have the unfortunate victim cast into a smooth-walled enclosure, the floor of which was made up of flax seed twenty feet in depth. Only constant struggling and moving about on the part of the victime could prevent his been engulfed in the smothering mass. The king, in the darkness of his era, would smile in fiendish delight to see the helplessness of the man who would grasp frantically at the polished walls and even at the air before he discovered that nothing else but a constant climbing motion would prevent his sinking. All those found guilty of the more serious crimes against society in Historia were liable to this punishment, for, as King Mythos explained, they were only learning in a more direct way the nature of living.

In the light of the discovery of this very ancient philosopher how many of us are still grasping at the air only to find that this energy would serve us better if applied to that movement which keeps us free from the soporific lure of depression, stagnation and despair! To stand still is to perish—if not to be enveloped in that which should be our support, then to be trodden under by those who are justifiably seeking their own salvation. But twentieth century society is not content to have its members imbued with a selfish ambition which sets its eyes on a future goal to the detriment of the present service. It is unquestionably the struggle of the ever-present now which makes any kind of future even a possibility!

But must we never pause to choose our path? Some questions of a philosophical nature would seem to warrant occasional reflection: Do the plaudits of the multitude for the successful guiding of a hand-picked few ever balance the partial failure experienced in attempting to put all the volunteers through their paces? When are we justified in persuading ourselves that the shortcomings inherent in us are reason enough to vindicate stepping aside to clear the path for the staggering advance of those self-seekers who forward bounce on bloated ego? When is the security of age and position excuse for offering ascetic advice, the acceptance of which, due to circumstances beyond the ken of smirking smugness, might be the sheerest folly? How long after our declining years have been provided for in a profession from which nothing more could be expected are we to hold the position when retirement would mean advance for all those on lower rungs and the bottom one occupied by a member of the workless multitude? When is youth mature enough to question openly the course of action pursued by society with maturity at the helm though perhaps self-correcting double blunders prevent capsizing? The pondering of such problems is surely permitted those who would seek to serve in a modern society.

There are other questions of more abiding application which we might ask ourselves, and some of them more personal. The ancient philosopher should not be asked to pass judgment on them. Let us employ the inherent philosophizing tendencies of our various natures and practise introspection.

Is Happiness Dependent on Liberty

In a scientific society there cannot be as much individual liberty as there was in England in the nineteenth century. If a scientific society is to be stable, it must have more organization than was formerly necessary, and the organization must be, in part; such as to diminish individual liberty. This is regrettable, but apparently unavoidable. There will be, however, very important compensations—so important that, on the balance, we may expect an increase in human happiness. already done a very great deal to lengthen human life and diminish disease. I am sure it will do more in the near future. It has not yet destroyed poverty and the fear of destitution, but modern machines have made it possible to achieve this result if we had more economic wisdom. In the pre-scientific ages the total produce of human labour yielded very little above a bare subsistence; it followed quite inevitably that only a small minority could enjoy tolerable comfort. Nowadays the productivity of labour is so great that tolerable comfort could be secured for everyone without very long hours of labour, provided the world's production and distribution were wisely directed by an international organization. It is to science that we owe this possibility; it is to stupidity and inertia that we owe the fact that it is not realized. Existing knowledge, if it were wisely utilized, would suffice to abolish some of the greatest evils that still afflict human life. It would be possible within the next hundred years to establish throughout the world a community wholly freed from the dangers of war and poverty, and at the same time healthier and longer-lived than even the best communities now existing. But there is a price to be paid for this achievement, and the price is a considerable surrender of liberty, both economic and political, both individual and national. For to create such a community we shall have to submit to an international government and to international control over production and distribution.—Earl Russell.

With about \$500,000 less income expected this year, Yale University will trim the budget without reducing salaries and, if possible, without curtailing the personnel. Thus, its officials as well as faculty teach business administration.

Seeing Is Believing

By W. F. VAN MOORLEHEM

7 E all think in pictures. The spoken word creates mental images which are accurate or distorted in proportion to our knowledge of the subject, prior to that time. The mind cannot accurately conceive a picture of something it has never seen either in person or in picture. As an illustration, if you said "Waterfall," the mind of one in Ontario would think of Niagara Falls, while one in Quebec would think of Montmorency. It was the same word, but in different minds it created different mental pictures or images, based on different associations in the past, none of which you knew. It is not strange that the saying "one picture is better than many thousand words" has persisted through the ages. Truth does not change. This was true in China several thousand years ago. It is sure in Canada today, but improved mechanical and scientific methods of making and reproducing pictures permit visualization in schools with a convenience and economy heretofore impossible. The failthful reproduction rendered by photography is, of course, the most perfect form of visualization, but drawings, maps, charts, etc., are equally valuable in making the mind see accurately what you want it to see.

Preservation is the first law of nature. All of the five senses warn us of danger. Sight gives us accurate knowledge of danger. Sounds far or near, are not always recognized, and it is upon sight that humans depend to define the cause of sound. Even the brain structure shows clearly the tremendous importance of sight as compared with the other senses. You can touch, taste, smell and hear then ask "what is it?" Not so with sight. If one doubts the value of sight, leave a crowd of people in darkness and note how easily fear is aroused. Their other four senses may be working overtime but their main reliance for protection is gone. All this proves that sight being the keenest, quickest and most accurate channel of the mind, should be the channel selected by those who have a story to tell.

The general principles of what is today known as "Visual Instruction" were laid down by Comenius more than 300 years ago. A century later Pestalozzi advanced beyond the picture stage by insisting that teachers must either bring reality into the school for study or take the children out to see reality. Beween the years 1500 and 1700 we find the projection lantern described as "Camera-Obscura" or "Lanterna-Magica." Who the inventor was, seems to be unknown. Naturally, these first forms of lanterns were crude little devices.

It was inevitable that when our modern scientific educations began the study of the most absorbing forms of the laws of the human mind, their attention should be directed to the fact that the greater part of our information depends upon sight. Over 90 per cent. of our knowledge is

obtained through the eye. Pictures make a direct appeal to the child's mind without the intervention of speech. The image speaks directly to the mind with less possibility of distortion than if expressed by word of mouth.

Visual instruction is not a new fangled idea. It is as old as education itself. It is not a vague and disorganized system, but is instead a definite and orderly method of teaching enriched by the dominance of visual appeal of some form. It consists of more than merely showing pictures, passing specimens and reeling off films. It is a serious subject that must be studied and thoroughly understood by the teacher, and finally co-ordinated with our curriculum and the particular subject. Considerable time and effort must be expended by the teacher to properly organize and correlate the use of pictures so as to supplement and strengthen the lesson text.

Now there are many forms of material for visual instruction. There are four classes of projection aids alone:

- 2. Glass Lantern Slides.
- 2. Opaque Material (Printed Matter).
- 3. Filmslides.
- 4. Motion Pictures.

The material for aids to visual education will include not only the above, but objects, models, photographs, stereographs, reference books, and exhibits of current schoolroom projects, etc. An educational or school museum may be maintained for the purpose of supplying the schools with material for the illustrating of the daily lessons in geography, history, science, nature study, and the contents of the reading lessons. The objects, pictorial illustration, and apparatus furnished will, if properly used, make school work more interesting, and intelligible; will give the children vivid and lasting impressions of what is taught, and will bring them into personal contact with the world in which they live.

"The importance of education by the eye is just being realized by many educational authorities and, as it becomes more fully appreciated the part that will be played by museums will grow correspondingly," is the opinion of Dr. Cyril Fox, Director of the National Museum of Wales, who arrived some time ago in Montreal to undertake a survey of museums for McGill University, the Art Association of Montreal and the Chateau de Ramezay.

Dr. Fox, in an interview, remarked that it was interesting to note the changes in the methods of education since the time when civilization reached that stage when it was realized that a universal system of education was needed. The first method was almost entirely by ear, he pointed out, but it eventually became clear that oral training was not as thorough as might be desired. The idea of education by handicraft was then introduced, but this also was shown to be inadequate.

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-Benedicto McCann, From The Grade Teacher.

The Lost Rabbit

By SARAH GRAMES CLARK, in The Instructor

Charcters and Costumes

First Snowflake Second Snowflake Third Snowflake Fourth Snowflake

As near ballet costumes as possible. Wristlets and anklets of silver rib-Snowflake Chorus | bon or tinsel rope.

Pine Tree-Green suit and stockings, white shoes. Tall headdress of pine branches. Pine branch in each hand.

Easter Rabbit-Regular rabbit costume, with long, floppy ears. Tight black coat and top hat.

Wintergreen-Short, frilly skirt and tight bodice of green. Lighter green stockings, white shoes. Tight-fitting, bright red cap, tied under chin.

Scene—About edges of stage, branches of hemlock or spruce, heavily dotted with cotton and imitation snow. Bits of cotton lie thickly on the floor. At right front, Pine Tree stands, back to audience. Under a white sheet sprinkled with imitation snow lies Wintergreen, out of sight. As curtain rises, any appropriate selection on piano or phonograph is heard. (If a piano is used, start selection soft, in moderate time; then very soft as First Snowflake appears, growing louder and quicker as Snowflake Chorus blows across stage.)

First Snowflake (at left)—I wish that some of my friends were here. Being the first snowflake of a winter is-

Voice off stage (plainly)-Hurry, little Snowflake!

First Snowflake (running across stage to crouch at centre front)-Now I am all settled!

Second Snowflake (tiptoeing in)-Here I come, too!

First Snowflake-Blow over this way. (Second Snowflake tiptoes over to First Snowflake and drops down beside her.)

Third and Fourt Snowflakes-Here we are, too! (They come in hand in hand, to fall at right.)

Snowflake Chorus-Oo-60-00-00! Here we come! (They blow about stage; then settle down in small groups about back and sides of stage. Music ceases.)

Pine Tree (turning to face front)—It is nice to see the snow!

Memory Gems

NOVEMBER

November is here with skies of

The woods are brown and still, The birds have gone; no more we hear

The cricket's chirp so shrill.

The trees are bare, the wind is cold, Our homes are warm and bright; How glad we are to be inside, This bleak November night!

-Maude M. Grant.

Dear November, you are not sad, For you give us rest, and that makes us glad.

The garden sleeps in the wind and rain.

And dreams of a summer to come again.

-Florence Hoatson.

First Snowflake-Thank you, Pine Tree. We are glad to see you, too.

Pine Tree-How long are you going to

Third Snowflake-Father Sun didn't say how long we might be here.

First Snowflake-All that he said was, "Slip down to earth and help to make this Christmas a merry one!"

Third Snowflake (whirling to centre) -I am so glad that tomorrow is Christmas! (Solo dance, if possible. Otherwise, gay, fluttering dance by all the Snowflakes.)

Second Snowflake (calling all to left) -Why, look! What does that mean?

Pine Tree (bending forward to see)-My cones! It is the Easter Rabbit!

First Snowflake—Something is the matter with him!

Fourt Snowflake-Let us go help him in, poor fellow.

All Snowflakes-Poor fellow! (Soft music.)

First Snowflake-Away, everybody! (Quick music as Snowflakes whirl and rush off left to meet Easter Rabbit.)

Pine Tree-What can the Easter Rabbit be doing here? (Soft music.)

Easter Rabbit (entering left, leaning heavily on gnarled stick and supported by two Snowflakes. Comes to centre and stands dolefully holding up one foot)-Br-rr-rr. It is the coldest Easter I ever saw! (Music ceases as last Snowflake drifts into place.)

Pine Tree (slowly)-What did you say, little Rabbit?

Easter Rabbit (crossly)—I said (shivers) it was the coldest Easter I have ever seen-and it is!

Pine Tree-He is all mixed up!

First Snowflake—Don't you usually sleep until springtime and then come out of hiding with your basket of eggs?

Easter Rabbit-Of course I do!

Second Snowflake-Then what is the matter this year?

Easter Rabbit—The matter is that it is too cold this year!

Second Snowflake-Where are your pretty eggs?

Easter Rabbit-I hid the basket in a briar patch, to wait for warmer weather.

Pine Tree-All the lovely Easter eggs will freeze!

Easter Rabbit (taking out tiny handkerchief to wipe eyes)-I am afraid so! How long are you snowflakes going to stay?

Second Snowflake-It is going to be a real storm. There are only half of us

Easter Rabbit (taking out very large handkerchief and sobbing into it)-Boohoo! You will spoil all my fun! Just because Easter comes early this year, you didn't have to come, did you?

Second Snowflake-We Christmas!

Easter Rabbit—Then why stay for Easter?

Pine Tree—There is a dreadful mix-up here somewhere!

First Snowflake (to Easter Rabbit)-I think that you woke up too soon this

Easter Rabbit-You mean that all you

snowflakes stayed too long this year.

Pine Tree—This must be settled. All gather round! (Snowflakes sit in semi-circle, backs to audience. Easter Rabbit stands beside tree, facing audience.)

Pine Tree—Now I am the judge in this court. (To Easter Rabbit.) Why did you come out of hiding in the winter?

Easter Rabbit—It is March, and Easter is in March this year! Besides, I was hungry!

Wintergreen (peeping from hiding)
—I have been waiting to hear you say
that! (Creeps out, arranging costume
with great care.)

Snowflakes-Wintergreen!

Pine Tree—Are you here, too, in December?

Wintergreen—Yes, but I know it is December! I stay awake all winter!

Easter Rabbit—Did I wake up too oon?

Wintergreen—You certainly did! Easter Rabbit—What shall I do?

Wintergreen—Go and get your basket of eggs; then I will help you. (Easter Rabbit hobbles off left, hastily.) You see (to others), Easter comes early next spring and Rabbit went to bed thinking that he would have to get up much earlier than usual.

Pine Tree—I see. He woke up almost three months too early. (Enter Easter Rabbit, drawing large basket of eggs on small sled.)

Wintergreen (lifting corner of sheet)—Put the basket right under this snowdrift where it is warm.

Easter Rabbit—That is the first warm snowdrift I ever saw!

Pine Tree—Do you still think it is Easter?

Easter Rabbit—No, I just met White Owl who said that I was a lost rabbit. I was so eager to be on time that I woke up too soon. Now I can go back to bed again.

Wintergreen—Either that or stay under the snowdrift with me.

Pine Tree—I should think that you'd enjoy something of winter, as other rabbits do.

Easter Rabbit—I like to see the Snow-fiakes dance.

First Snowflake—Come, all! (Soft music. Snowflakes rise, whirl twice, tip-toe to centre. Wintergreen takes place in centre of group. Then all dance merrily.)

Easter Rabbit—That is very pretty! I should like to try it myself. Will you all dance with me?

Snowflakes (laughing)—We shall try. (Easter Rabbit advances to centre, lays down stick, catches two Snowflakes by the hand and all dance in a circle. Easter Rabbit dances grotesquely. At close, Rabbit does solo dance to strict rhythm, while Snowflakes kneel to watch him.)

Easter Rabbit (breathlessly)—You

didn't know that I could dance like that, did you?

All-No. we didn't.

Easter Rabbit (looking up)—It is growing dark.

Pine Tree—We are going to have a big snowstorm.

First Snowflake—It will be regular Christmas weather!

Easter Rabbit—Come, Wintergreen, let us crawl under that nice warm snowdrift. (They scramble under sheet; then four Snowflakes sit on four corners of sheet.)

First Snowflake-Now we can settle

MANITOBA EDUCATION WEEK

November 6th to 12th

YOUR CHILD'S TEACHER

I SING the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. It is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no charicts wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches ignorance and . awakens sleeping spirits. quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.—Henry van Dyke.

down to greet the other snowflakes as they come to earth. (All settle.)

Pine Tree—I am glad that I have good strong roots, for here comes old North Wind! (Snowflakes blow about the stage lightly.)

Snowflakes—Merry Christmas, everybody!

Pine Tree-Merry Christmas!

Easter Rabbit and Wintergreen (peeking out from under sheet)—Merry Christmas!

SANTA'S DOLLS Characters and Costumes

Alice—A little girl about ten years of age. No special costume. Carries wand tipped with a cardboard star covered with gold-colored paper.

Pat—A boy about ten years of age. Wears long black coat, long pants, high hat, green tie.

Dolls—Six or more of the smallest children in school. French Doll: Light blue or pink dress trimmed with lace and ribbons. Boy Blue: Blue suit, carries horn. Baby Nell: White dress, white hood on head;

rattle in hand. Sailors: Regular boy's sailor suits or blouses with sailor collars; blue pants. Red Riding Hood: Red cape with hood attached.

The Dialogue

Alice-I am so excited that I didn't know what to do. What do you suppose happened? As I was walking along the street today I met Queen Mab-she's the queen of the fairies, you know-and she told me that she wished to help us have a fine entertainment tonight so everyone would be happy. As Queen Mab could not come to the entertainment herself, she gave me her wand to use. raises high the wand which she holds in her hand.) I don't know just what is going to happen, because I haven't used a fairy's wand before, you see; but I'll follow Queen Mab's instructions and then we'll find out. The first thing that she told me to do was to raise the wand above my head and say, 'Lights of Fairyland, appear."

(As she says "Lights of Fairyland, appear," Alice raises the wand above her head. Electric lights fitted with red-colored globes should then be turned on in order to cast a pink glow over stage.)

Oh, isn't that abeautiful glow! The next thing that she told me to do was to wave the wand over my head four times and to say, "Six of Santa's dolls, come here."

(Pat and the "dolls," all breathing rapidly and audibly, run on the stage and stop near the back. They bow low to Alice; then Pat steps forward.)

Pat—Shure, an' we're here to do your bidding, Miss.

Alice—Oh, how delightful! Then you are going to entertain us?

Pat—Queen Mab has so ordered. Shure, an' what do you wish us to do?

Alice—The first thing I wish you to do is to tell us where you came from and how you got here.

Pat—We came from Santa Claus' Land. These (pointing to the small children) are some of Santa's dolls; and I (pointing to himself) am one of his helpers. Santa sent me along with the dolls to take care of them. Shure, an' when you waved Queen Mab's wand and wished us here, we were whisked through the air so rapidly that it 'most took our breath away.

Alice—Oh, I see. I wondered why you were breathing so hard when you entered the room. What can you do?

Dolls-We can do 'most anything.

Pat—An' you may be shure an' that's the truth; they can do 'most anything, an' I can do anything.

Alice—You're Irish, aren't you? Can you dance an Irish jig?

Pat—To be shure, an' if you'd ask but one question at a toime, they'd go farther. But the answers are "Yis" to the one, an' "Yis" to the other, so it's all right anyway you put it.

Alice (smiling)—Please dance a jig for us. Pat.

Pat—Anything to please you, Miss. (After dancing a jig, he bows low to Alice.)

Alice—Thank you. That was well done,

Pat—To be shure an' it was, I'm a-tellin' you.

· Alice (stepping beside one of the small girls)—You're a French doll, aren't you?

French Doll (bashfully)—Yes'm.

Pat—To be shure an' she's French, but she's just about as pretty as the Irish dolls, anyway. (He nods approvingly.)

Alice (addressing the French doll)—Please sing us a song.

(The French Doll steps to front of stage and sings a short song. Each doll, after performing, bows low to Alice, and then returns to the back of the stage.)

Alice—Thank you, dear. That was fine. Pat—I can sing, too.

Alice—We shall be pleased to hear you, Pat.

Pat—To be shure, an' I know you'll be pleased, Miss.

(Pat sings the following lines, to the tune of "Yankee Doodle.")
"Oh, I'm a little Irishmen,

My name is Pat Mahoney;

My eyes are bright as stars at night,

An' my cheeks are round and rosy. Chorus—

Tra, la, la, etc.

(While singing the first two lines of the song, Pat should keep time with his right hand; then when the third line is reached, he should begin keeping time with his right foot, also. During the chorus, he should walk back and forth, lightly and rhythmically, on tiptoe, across the front of the stage. It will add to the effect if he will keep his eyes turned toward the audience, and his hands swaying in time to the tune all through the chorus. He finishes with a flourish of his right

MANITOBA EDUCATION WEEK

November 6th to 12th

YOUR CHILD'S CHARACTER

COOD character is the supreme objective of education and of In school worthy standards of conduct are emphasized and the virtues that underlie excellence and happiness are practised. The school building character in your child by helping him to achieve physical, mental, and spiritual fitness; by training him to use facts correctly and to weigh evidence carefully; by encouraging him to observe the principles of good behavior as a matter of intelligent action rather than because he fears punishment. The school teaches the lives of men renowned for their nobility of character. It offers opportunity to develop the qualities of honesty, generosity, dependability, and cour age which are the glory of good men. The school fosters faith. commends to youth a belief in God and religion.

hand, and with a low bow to the audience, and then to Alice.)

Alice—I enjoyed that, Pat. Thank you.

Pat—To be shure, an' I know you enjoyed it, Miss. (Nods and smiles.)

Alice—And here is Little Boy Blue. Blow your horn for us.

(Boy Blue, after blowing his horn, recites "Little Boy Blue."

Pat—Shure, an' you shouldn't a-gone to sleep. (shakes head.)

Alice—What can you do for us, Baby Nell?

Baby Nell-

Some people think that babies always go, "boo, hoo, hee!"

But I'll show them that I can smile and laugh, too.

Pat—That's right. Always be happy, I say.

Alice—Here we have two little sailors.

Let us see how well you can obey orders. (Any orders desired may be given, such as: "Attention!" "Shoulder arms!" "Aim!" "Fire!" "March!" Pat should mimic all the actions of the Sailors. However, he should be near the back of the stage, or at one side, while the Sailors should be near the front.)

Pat—That was good marching, I'm a-tellin' you.

Alice—Yes, it was good marching. Thank you, Sailors. And here is Little Red Riding Hood. Can you do something to entertain us?

Red Riding Hood—Santa Claus and Queen Mab both told me to wish you, one and all, a merry, merry Christmas.

Pat—Shure, an' I wish you a merry, merry Chritsmas, too.

(All bow to audience.)

—Selected.

(Note—Where electric lights are not available have Alice close her first speech with these words,, "The first thing she told me to do was to wave my wand and say, 'Santa's dolls, come here.'")

RESEARCH

The Research Committee of the Manitoba Teachers' Federation would be glad to get in touch with those teachers and University students who are making a study of particular topics in education. The committee is anxious to prepare a list of the studies which have been or are being made by Manitoba scholars in special fields of educational enquiry. Please address 618 McIntyre Block, or telephone 95 029.

A PARODY IN LATIN Isabilli, Heres ago. Fortibus es in aro. Noces, Mari Thebi trux Vatis in em pax a dux.

"I say, Billie, here's a go. Forty buses in a row."
"No," says Mary, "they be trucks."
"What is in 'em?" "Packs o' ducks."

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Convention Reports

FOXWARREN CONVENTION

The Annual Convention of the North-Western Manitoba Techers' Association was held at Foxwarren on October 14th. There was a very fine attendance. As it was a one-day convention, not a moment was lost. Inspectors Clarke and Beecher were present and gave very valuable assistance in the various sections.

The general sessions were addressed by Mayor Leavens and Mr. McCrindle, chairman of the local School Board. Following the remarks of the President, Mr. L. G. Robinson, addresses were given by the General Secretary of the Manitoba Teachers' Federation, and Rev. J. Richmond Craig.

The primary section, under the chairmanship of Miss K. Medcalf, had papers by Miss E. McLenahan, Miniota; and Miss F. McKillop, of Russell; Miss M. J. Coulter, Rossburn, and Miss Zelma Peden, of Oakburn.

The intermediate section, under the chairmanship of Miss C. Crane, of Foxwarren, had papers by Mr. W. Blight, Angusville; Miss M. Burt, Solsgirth; Mr. V. Hillcox, Foxwarren; and Mrs. Teeple,

The high school section, under the chairmanship of Mr. H. Stefansson, of Solgirth, had papers by Mr. H. B. Bees, Russell: Mr. E. H. Reid, Angusville: Mr. S. J. Weatherley, of Rossburn. The rural school section, which was presided over by Inspector Clarke, had papers on "The Making of a Time Table," "Keeping School Registers and Records and Children's Reports." In this section very valuable discussions took place on topics of interest to rural teachers. Miss Brooker, of the Department of Education, was present and gave an address to those interested in the teaching of French.

The evening session was open to the public and after a short musical programme, Rev. J. Richmond Craig, Grace Church, Winnipeg, gave an address on "Living on the Sunny Side of the Street."

Inspector Morrison appeared at the afternoon general session and invited the convention to meet with the Brandon Association in 1933. This invitation was accepted.

At the same session a resolution was passed similar to that we have noted at the Pilot Mound and Brandon Conventions.

The following are the officers for the coming year: Honorary Presidents, Honorable R. A. Hoey and Inspectors Clarke and Beecher; President, Mr. L. G. Robinson, Foxwarren; Vice-President, Miss D. Hunter, Shoal Lake; Secretary-Treas-

urer, Mr. W. J. Bond, Binscarth. To complete Executive, Miss Hazel Vandecar, Russell; Mr. E. H. Reid, Angusville; Mr. J. M. McLennan, Birtle; Mr. R. B. Anderson, Shoal Lake; Miss Bell, Rossburn; Miss Lyon.

PILOT MOUND CONVENTION

The South-Western Teachers' Association held its Annual Convention at Pilot Mound, October 6th and 7th. There was an excellent attendance at all of the ses-The general sessions were presided over by Mr. F. J. Hall, the President of the Association.

In addition to the President's address, papers were given by Mr. Hutchings, of the Department of Education; Professor Watson Kirkconnell, Mr. O. R. Schultz, and the district nurse. The evening session was open to the public and was addressed by Professor Watson Kirkconnell on "A Canadian Poet Exposed."

The primary section, under the chairmanship of Miss J. Robertson, of Boissevain, had papers by Miss E. Campbell and Miss J. Armstrong. The intermediate section, under the chairmanship of Mr. J. W. Graham, Ninette, had papers by Miss H. Huddlestone and Mr. J. W. Graham. The senior section, under the chairmanship of Mr. J. Sigvaldson, of Cartwright, had papers by Miss M. Greenway and Mr. J. O. Beckstead. At all sessions there were interesting and profitable discussions on the problems

MANITOBA EDUCATION WEEK November 6th to 12th

YOUR CHILD'S LEISURE

FACH generation enjoys more leisure as men learn how to make machines work for them on the farms, in the mines, factories, and offices. Rapid transportation, rapid communication, speedier services of all kinds are increasingly saving time. Your child will have more hours free from labor than you have had. The school seeks to teach him to use his leisure with discrimination and wisdom. school your child learns to appreciate fine companionship, wholesome conversation, the world's finest literature, sculpture, music, and other art. He may be developing skill in one of these arts himself. encouraged to pursue worthwhile interests, to learn games for healthful recreation, to swim, to enjoy outdoor life, to prefer those leisure activities which build instead of destroy, to make daily play a source of joy and strength.

suggested by the various papers. spector Parr managed to attend most of the sections and his contributions were much appreciated.

On Thursday afternoon there were meetings of the Cartwright and Killarney Locals. On Friday afternoon the General Secretary gave an address on "Federation Matters." This was a business session. At it an invitation was extended from Brandon suggesting that the Association would join with them in their 50th anniversary next year. The request was agreed to and the Association will be merged next year with the Brandon meeting.

The following resolution was passed by the convention:

"Whereas there are throughout the Province many unemployed teachers and students with matriculation standing, and teachers on reduced salaries who are anxious to continue their studies and to improve their standing by acquiring a university degree;

"And whereas the University, by raising the tuition fees and by concelling the privilege of working for a degree extramurally has placed a serious obstacle in the way of such studies;

"And whereas under the present conditions of stringency and unemployment it is desirable that every opportunity should be given to those willing to continue their studies and that they should be encouraged in every way so to do;

"Be it resolved, that in the opinion of this convention the action of the University authorities was inopportune and illadvised, and that we respectfully protest against it; and that a copy of this resolution be sent to the Minister of Education and to the Board of Governors of the University, with the request that the subject be given further and serious consideration; and that a copy also be sent to the Manitoba Teachers' Federation for such action as is deemed necessary in this connection."

The following are the officers for the ensuing year: Honorary President, Hon. R. A. Hoey, Winnipeg; President, Mr. R. M. Keswick, Clearwater; Vice-President. Mr. A. A. Anderson, Ninga; Secretary-Treasurer, Miss J. Robertson, Boissevain. Committee: Inspector W. J. Parr, Killarney; Miss M. Greenway, Pilot Mound; Mr. J. O. Beckstead, Crystal City; Miss A. L. McCuaig, Cartwright; Mr. Gordon Henwood, Neelin; Mr. J. A. Ashley, Killarney; Miss Vera Murray, Ninette.

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News From The Field

SOURIS LOCAL

The Souris Local met on September 28th, and re-organized for the coming year. The following officers were elected: President, Mr. B. Thordarson, Elgin; Vice-President, Miss A. C. Foster, Souris; Secretary-Treasurer, Miss M. Patmore, Flgin. M. PATMORE, Secretary.

EMERSON LOCAL

A meeting of the Federation Local was held at Emerson, Sept. 23, at 8.30 p.m., in the Emerson School. The President, Mr. Moorehead, Emerson, presided. The features of the evening were a paper on folk dancing by Miss Amy Smith, Dominion City, and addresses by Mr. Murphy, Emerson; Inspector C. Moore and Mr. E. K. Marshall. Mr. Marshall gave a very interesting talk on several topics of great interest to the meeting. The meeting was then thrown open for discussion. It was decided to hold the next meeting Oct 21, at 8.30 p.m., at Emerson, in the Emerson School. A committee consisting of Mr. Murphy, Miss A. Smith and Miss Moir was appointed to arrange for the programme for this meeting. There was a short discussion on Education Week.

Refreshments were served by Emerson teachers and the meeting was adjourned.

AMY SMITH, B.A., Secretary.

DAUPHIN LOCAL

The October meeting of the Dauphin Local was held on Wednesday, October 5th, in the Hamilton Hotel, in the form of a banquet and social evening, at which fifty-six teachers were present.

The dinner was presided over by Mr. Wicklund, President of the Local. This was followed by a rousing sing-song led by Mr. George Reid, with Miss Ethel Cadman at the piano.

Mr. G. Churchill then gave an interesting and enlightened talk on "The Need of a Federation," pointing out what the Federation has done and is attempting to do for the teaching body.

Following this address, Mr. M. Sperani, accompanied by Mrs. R. Hamilton at the piano, gave his violin interpretation of Vieutents' "Romance," followed by an encore number, "The Last Rose of Summer."

The singing of the National Anthem concluded a very successful evening.

The officers for 1932-33 are: President, Mr. J. E. Wicklund; Vice-President, Miss Mary Hamilton; Secretary-Treasurer, Miss Charlotte V. Crosby.

MANITOBA EDUCATION WEEK

November 6th to 12th

YOUR CHILD'S CITIZENSHIP

THE school is preparing your child for the responsibilities and privileges of citizenship. By taking part in the simple relationships of the school he comes to understand the spirit of fairness, justice, intelligence, and goodwill. learns to subordinate his selfish interest to the needs and wishes of others. He learns the history of his country. The nation's founders become his heroes. He studies the principles upon which the nation is builded. His attention is called to important economic and social pro-He learns to gather and weigh facts. He learns to respect the property and rights of others. develops the spirit of good sportsmanship, he learns to take responsibility, and to obey established rules. He learns to be loyal to common ideals and purposes.

WINKLER LOCAL

The members of the Winkler Local held their first meeting of the term on Tuesday, October 4th. There were twenty teachers present.

The President, Mr. J. R. Wolkof, occupied the chair. In his opening remarks the chairman spoke of the depression as being general and urged the teachers to bear it bravely.

Due to the resignation of the Secretary-Treasurer, Mr. J. H. Giesbrecht, a new officer was elected to fill the vacancy. The officers now are as follows: President, Mr. J. R. Wolkof; Vice-President, Mr. H. S. Rempel; Secretary-Treasurer, Mr. Frank Brown; Executive, Miss T. Warkentin, Miss M. Dyck.

Then followed a discussion of the preparations for the Stanley-Rhineland Convention to be held at Winkler October 6th and 7th.

The meeting was brought to a close by the singing of the National Anthem.

MANITOU LOCAL

The Manitou Local of the Manitoba Teachers' Federation met in Manitou Consolidated School, October 6th. Members of the Normal School and other visitors were welcomed by the President, Mr. Kristianson.

The minutes of the last meeting were read and approved. Items for discussion at future meetings were suggested, such as: Silent reading, June examinations, text books, unemployment of teachers, and the use of pictures in class work.

Mr. Bartlett, Principal of the Normal School, was the speaker. Some time ago a committee of three was appointed by the Inspectors' Association to look into the question of examinations. This was carried on last term with the assistance of the Grade VIII teachers. Mr. Bartlett, as director, explained the results of the investigation into the relative merits of subjective and objective type entrance examination papers. The two types were subjected to a four-fold test, and evaluated on the basis of reliability, validity and achievement, and what might be expected in view of the achievement of retarded pupils particularly. Generally accepted intelligence tests were used.

The research work was confined to three subjects: History, Mathematics and Science. In nearly every case was the apparent superiority of the objective type demonstrated; only in the case of History would it seem that the discusion type had the greater value as far as validity is concerned.

Investigation was also carried on to test the validity of entrance teachers to mark their examination paper. This investigation showed that while the great number might not be much less accurate in their marking than a group of Inspectors, yet the spread between the highest and lowest marks awarded to given papers was very disturbing.

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The officers of the Manitou Local for the year 1932-33 are as follows: President, Mr. W. Kristjanson; Secretary-Treasurer, Miss Helen S. Broadfoot; Executive: Miss L. Duncan, Darlingford; Miss A. E. Pollock, La Riviere; Mr. A. Pybus, Archibald School, Manitou.

ALONSA LOCAL

The June meeting of the Alonsa Local took the form of a picnic at one of the best of Manitoba's beaches, eight miles from the village on the shores of Lake Winnipeg. A happy day was spent loitering in the shade of the oak grove, basking in the sun on the sand beach, swimming in the waters of ample depth, and playing ball.

Such a pleasant ending of the term made everyone anxious to begin teaching so that further good fellowship could be enjoyed.

The October meeting was held at the hospitable home of Mr. J. Warkentin, Griffiths cottage. Our ranks had been depleted by the removal of Mr. and Mrs. Sinclair, Mr. and Mrs. Rempel and the Misses Orth, McKay and Reid. In their places are Mr. and Mrs. Solar (Lake Mary School), Miss E. Haggerty (Armstrong), Miss Harvey (Mellonville), Miss Little (Patterson), and a sailor lad, Mr. Little (Alfred), of whom we suspect one popular song was written. Others present were Mrs. Hill (Iris), Miss G. Mitchell (Bellhampton), Miss J. Gemmell (Bluff Creek), Miss B. Halstead (Normandin), Miss H. A. Higgins (Geddes), Miss E. Layng (Birdina), Miss E. Halliday (Harcus), Mr. F. B. Fox (Alonsa). Mr. J. Warkentin (Griffiths), Mr. and Mrs. Cameron, of Amaranth, as well as a number of welcome guests.

Mr. Warkentin was elected President, Mr. Tomlinson, Honorary President, and Mr. F. B. Fox, Secretary. A programme was drawn up for the year, assigning two or more teachers to each month. A list of possible subjects was made and the various groups chose their field of endeavor. Thus each teacher knows some time ahead for what they are responsible. Mindful of the important fact that teachers like to go places, a trip to Clear Lake was arranged for next summer.

Following which did we eat? I'll say we did.

After supper a couple of hours were spent in singing, games and conversation.

F. B. FOX, Secretary.

ST. VITAL LOCAL

Officers for the year 1932-33: President, Mr. F. L. Johnston; Secretary-Treasurer, Mr. H. B. Hunter, Windsor School.



YOUTH

The period of transition from child-hood to adult life presents certain problems. It is often pointed out how different is the youth of today from the youth of yesterday. Certainly he is different, but it is not because the youth himself is different, but that he lives under conditions which have changed greatly during the past twenty years.

Home life is changed. The motor car is a factor which has altered life in many ways. Recreation is found outside the home. There are the movies—to mention but one thing which has had a great influence in changing the habits of life.

It is quite natural for youth to desire independence and to be irritated by the authority of parents and adults. Youth is restless and impatient with his elders, who are so sure that they should be guided by their experience "for his own good."

It is difficult for the average parent to believe or to practise the belief that considerable fredom in development secures

SCLATER-GARLAND LOCAL

The Sclater-Garland Local held its reorganization meeting on Saturday, Oct. 15th, at the Pine River School. The following officers were elected for the coming year: President, Mr. M. M. Russin; Vice-President, Mrs. A. Humeny; Secretary-Treasurer, Mr. Alex. Danylchuk.

Miss Mary Baggan and Mrs. H. Humeny, of the Pine River School, are to lead the discussion on "Seat Work" at the next meeting of the Local, which will be held on November 12th.

All the teachers are planning to attend the Swan River Convention.

ALEX. DANYLCHUK, Sec.

CARTWRIGHT LOCAL

A meeting of the Cartwright Local of the Manitoba Teachers' Federation was held at Pilot Mound on October 6th, 1932. The following officers were elected: President, Mr. J. P. Sigvaldason; Vice-President, Miss Charlotte McDonald; Secretary-Treasurer, Miss Evelyn Campbell.

The meeting was well attended.
HERMINA JOHNSON, Sec.

the independence so necessary for success in life. The aim of parents should be to guide without curbing, to direct and not to attempt to control by authority.

Youth is not free from physical health hazards. Amongst the defects which develop during adolescence are those of vision. A periodic checking up of sight and hearing is most desirable, as good vision and hearing are assets required in most occupations.

The cutstanding physical menace of youth is fatigue. Added to the pressure of school work or of the early years of employment is the new social life. It is most desirable that every person should have a social life, but it is equally true that sufficient rest and sleep are required. During this period, tuberculosis is not uncommon, and its development seems to be associated with the lowered physical condition due to fatigue from too many social activities, which, carried into the early morning hours, mean loss of sleep.

The best preparation for youth is a healthy childhood. The practice of a periodic check-up of the physical condition should be continued, with special attention to eyes, ears and teeth. The youth below par should not be allowed to go on without finding the cause of his condition.

Parents should be sympathetic with youth and try to realize that his impatience, resentment and what may appear to them rudeness are the natural if crude expression of his desire for independence which comes with manhood.

Questions concerning Health, addressed to the Canadian Medical Association, 184 College Street, Toronto, will be answered personally by letter.

MANITOBA EDUCATION WEEK

November 6th to 12th

YOUR CHILD'S VOCATION

THE school is preparing your child to succeed in a chosen vocation. It teaches him fundamentals needin every occupation-reading, writing, and mathematics. It gives him facts relating to various vocations, in order that he may be master rather than slave of the work Courses in guidance he chooses. help your child to find the trade or profession in which he is most likely to succeed because of his interest and ability. Vocational training and ability. Vocational training helps him to develop important skills. A school placement service will help him find a job. In school your child is establishing habits of industry and thrift which will contribute to his material prosperity. Because the school helps him to do skillfully what he likes best to do, through life he will experience those satisfactions which are the joy of work.

THE MANITOBA TEACHER

QUISQUE PRO OMNIBUS

Official Organ of the MANITOBA TEACHERS' FEDERATION



Published on the FIRST DAY OF EACH MONTH (Except July and August)

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All enquiries regarding Advertising and Rates should be addressed to Advertising Department,
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Authorized by Postmaster-General, Ottawa, as Second Class Mail.

Vol. 13, No. 9



November, 1932

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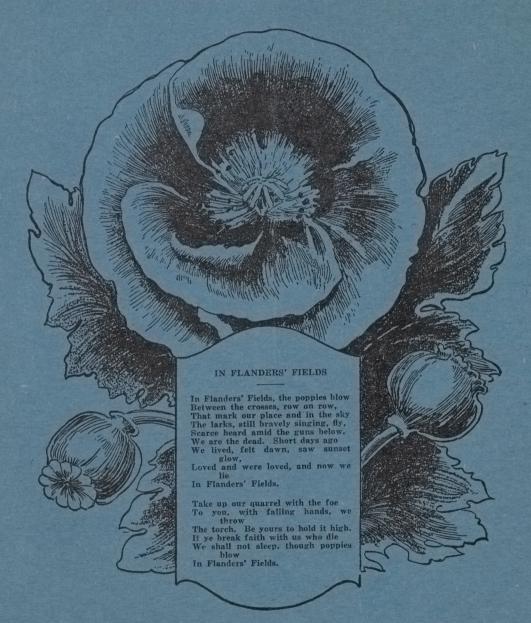
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